

**EDAD 639 Administrative Practicum**  
**SUPERVISOR'S EVALUATION OF MASTER'S DEGREE CANDIDATE**  
**Adapted and completed by Graduate Candidate**  
**Chadron State College**  
**2014-15**

MASTER CANDIDATE'S NAME: **Kellen Conroy**

**DIRECTIONS:** The following items ask for your perception of the competencies of the master's degree candidate who is enrolled in Chadron State College's administrative program. Please place a check mark in the space at the right to indicate your perception of the candidate's competency in that area. All responses except personal comments will be computerized and no individual will be identified.

***Definition of Terms:***

***4. Beyond expected performance***

The intern demonstrates a broad and deep understanding of the knowledge and skills of leadership. The intern initiates multiple opportunities for implementation of the knowledge or skill and seeks wide participation via varied and active modes of engagement to develop a strong school leadership team. The intern completes tasks on time with little or no supervision. The intern seeks advice and seeks answers to appropriate problems. You would want your child or relative have this person as an administrator.

***3. Acceptable and Expected performance***

The intern demonstrates adequate understanding of the knowledge and skills of leadership. The intern initiates opportunities for implementation of the knowledge or skill and seeks some participation via varied and active modes of engagement to develop a strong school leadership team. The intern completes tasks on time with minimal supervision. The intern sometimes seeks advice and sometimes seeks answers to appropriate problems. This candidate would be an adequate administrator.

***2. Below expected performance***

The intern demonstrates a minimal understanding of the knowledge and skills of leadership. The intern initiates single opportunities for implementation of the knowledge or skill. The intern demonstrates a top-down paradigm of educational leadership and does not seek wide stakeholder participation. Passive modes of leadership are exhibited. The intern must be reminded to complete tasks on time. The intern rarely seeks advice and rarely seeks answers to appropriate problems. At the current level of development you would not want your child or relative to have this person as an administrator.

***1. Unacceptable Performance***

This intern exhibits a distinct lack of understanding of the educational leadership process. Serious deficiencies in the knowledge and skills to be an educational administrator are apparent. The intern does not seek advice and does not seek answers to appropriate problems. This intern should be counseled about their choice of administration as a career path.

Rating Scale: 1 — Unacceptable Performance 2 – Below expected performance 3 – Acceptable and Expected performance 4 – Beyond expected performance					
HOW WOULD YOU RATE THE CANDIDATE?		1	2	3	4
1.0	<b>Category 1.0</b> – Candidates have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community:				
1.1	Uses a variety of assessment techniques in making decisions about student learning and school improvement			X	
1.2	Communicates effectively				X
1.3	Works to meet the educational needs of all learners in all settings			X	
1.4	Models and practices effective methodologies including the use of technology to support student learning				X
1.5	Utilizes creativity and problem solving skills to improve student learning				X
2.0	<b>Category 2.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff:				
2.1	Communicates effectively with various constituencies within the school community			X	
2.2	Provides leadership that appropriately involves all members of the educational and school community			X	
2.3	Explores, assesses, develops, and implements educational concepts that enhance teaching and learning				X
2.4	Reflects and evaluates information or thinking for refinement and self-improvement				X
3.0	<b>Category 3.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organizational, operations, and resources in a way that promotes a safe, efficient and effective learning environment:				
3.1	Gathers, analyzes, and utilizes data to make decisions about curricular, personnel, and physical resources				X
3.2	Demonstrates effective means of communication about organizations, operations and resources				X
3.3	Identifies and creatively coordinates the use of available human and material resources			X	
3.4	Sets high expectations for meeting the needs of all learners				X
3.5	Inspires others to acquire new competencies and				X

	experiences				
3.6	Demonstrates research skills to identify quality information for school improvement			X	
4.0	<b>Category 4.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources:				
4.1	Regularly assesses the needs of the community and responds appropriately			X	
4.2	Assures that a multicultural, non-sexist and developmentally appropriate program is provided			X	
4.3	Uses leadership position to promote positive social change			X	

**Rating Scale: 1 – Unacceptable Performance 2 – Below expected performance 3 – Acceptable and Expected performance 4 – Beyond expected performance**

5.0	<b>Category 5.0</b> -- Candidates are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner:				
5.1	Commits to a specific set of values for the leadership role which demonstrates respect for all persons				X
5.2	Reflectively evaluates information for refinement and self-improvement				X
6.0	<b>Category 6.0</b> – Candidates are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context:				
6.1	Applies effective strategies for dealing with political issues			X	
6.2	Communicates effectively with internal and external publics			X	
6.3	Models and practices effective technological methodologies				X

Using the provided rubric for mentors to complete an evaluation of administrative practicum candidates, I completed an evaluation of myself based upon where I believe that I am currently at in my journey of developing into an effective educational leader. When reflection upon the selections that I made, I believe that no matter what the rating is, there is always room for learning and growth. One can never be truly satisfied by being proficient or advanced. There can always be room for improvement, especially when the improvement is relating to the education of students and the effective leadership a community and school faculty deserve.

EDAD 639: Administrative Practicum is an extremely important course in the development of the next generation of educational leaders. This course provides candidates the opportunities for educational growth, to witness the mechanics of balancing instructional leadership/building management, and provides indirect instruction through the reinforcement of responsibility, time management, and dedication to the field of education. Prior to beginning this course at Chadron State College, I was uncertain as to what it would bring my direction. I know now that I am a better learner, educator, and leader because of the many wonderful learning opportunities that I have had the honor to participate in.

I will be interested to compare the results from my self-assessment to future evaluations and rubrics related to educational leadership. Right now I am convinced that I have found the role in education that I was meant for. However, If there comes a time in which an opportunity for an administrative position within a

school presents itself, I may have to decide where I can have the biggest educational impact on students, staff, and a community.